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| **Grade: 6** | | **Course: ELA** | | | | | **Unit: Folklore: A Blast from the Past** | |
| **Common Core/Essential**  **Standard #:**  **RL 6.1 , RI 6.4, W 6.3, W 6.7,**  **SL 6.1 (c,d), L 6.4 (a,b)** | | **Description: Students explore myths and legends from a variety of sources, read informational texts, listen to music and examine art from countries of origin related to myths and legends.** | | | | | **Instructional Days:**  **Six weeks** | |
| **Learning Targets:**  **I can:**   * **Read, compare and contrast myths, legends, and tall and pourqoi tales from a variety of countries/cultures.** * **Compare/contrast on author’s presentation of events with that of another.** * **Compose your own myth, legend, tall tale or pourquoi tale, exhibiting the form’s essential characteristics.** * **Compare/contrast the reading of a story to an audio version** * **Conduct research on a country of choice and compare what you learn with what the country’s folklore teaches you about that country’s culture.** | | | | **Recommended Resources:**  **Stories**  *Heroes, Gods and Monsters of the Greek Myths (*Bernard Evslin)  *The Lightning Thief: Percy Jackson and the Olympians: Book 1* (Rick Riordan)  **General**  *Just So Stories* (Rudyard Kipling) (EA)  *Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale* (Robert D. San Souci, Brian Pinkney, and Jane Yolen)  *American Tall Tales* (Mary Pope Osborne and Michael McCurdy) (EA)  **Poems**  "Twelfth Song of Thunder" (Navajo, Traditional) (E)  **Audiobooks**  [*Just So Stories*](http://www.freeclassicaudiobooks.com/audiobooks/JustSo/mp3/) (Rudyard Kipling) (Harper Collins)  *The Lightning Thief: Percy Jackson and the Olympians: Book 1* (Rick Riordan and Jesse Bernstein) (Listening Library)  **Informational Texts**  **Informational Text**  *Ancient World*  *The Usborne Internet-Linked Encyclopedia of World History* (Jane Bingham)  *Greece*  *You Wouldn’t Want to be a Slave in Ancient Greece!: A Life You’d Rather Not Have* (You Wouldn’t Want To…Series)(Fiona MacDonald, David Salariya, and David Antram)  *Rome*  *Romans: Internet Linked* (Illustrated World History) (Anthony Marks)  *You Wouldn’t Want to Live in Pompeii! A Volcanic Eruption You’d Rather Avoid* (You Wouldn’t Want To…Series) (John Malam, David Salariya, and David Antram)  *You Wouldn’t Want to be a Roman Soldier!: Barbarians You’d Rather Not Meet* (You Wouldn’t Want To…Series) (David Stewart and David Antram)  *Aztec, Inca, and Maya* (DK Eyewitness Books) (Elizabeth Baquedano and Barry Clarke)  *Beneath the Stone: A Mexican Zapotec Tale* (Bernard Wolf)  *The History Atlas of South America* (MacMillan Continental History Atlases) (Edwin Early, ed.)  *First Americans: Story of Where They Came From and Who They Became* (Anthony F. Aveni and S.D. Nelson) | | | | |
| **Essential Terminology:**  **Culture Folktale Oral tradition**  **Etymology Legend Plot**  **Folklore Myth Pourquoi tale** | | | | **Online (only links specific to this standard):**  [**www.americanfolklore.net**](http://www.americanfolklore.net)  **Additional resources are available through ReadWriteThink.**   * **Pourquoi Tales** * **Myth and Truth: The “First Thanksgiving”** * **The Big Bad Wolf: Analyzing Point of View in Texts** * **Today is St. Patrick’s Day** | | | | |
| **Essential Readings:**  **From Holt Elements of Literature**   * **Medusa’s Head** * **Perseus and the Gorgon’s Head** * **Author Study Zora Neale Hurston (collection of stories)** * **The Wind People**   **Novels**   * **Heroes, Gods, and Monsters of the Greek Myths** * **The Lightning Thief: Percy Jackson and the Olympians: Book 1** | | | | | | | | |
| **Essential Question:**  **How is folklore simultaneously revealing and limiting?** | | | | | | | | |
| **Activating Strategy:**  **Read aloud a favorite folktale picture book to review the elements of folktales, discuss folklore in general and describe what is expected in journal entries for this unit.** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Graphic organizers, class discussions, literature responses, dramatization, vocabulary (word wall)** | | | | | | | | |
| **Literacy Component:**Reading  **RL.6.3:** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings | Writing  **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate | | | | Listening & Speaking  **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **SL.6.1 (c):** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  **SL.6.1 (d):** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | | Language  **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  **L.6.4 (a):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **L.6.4 (b):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). |
| **Summarizing Strategy:**  **The culminating project is an informative explanatory essay in response to the essential question.** | | | | | | | | |
| **Support for Differentiation:**  ELL | | | EC  Type research notes. | | | AIG  Students will research and note the importance of geography in history and culture. Students will evaluate and collect useful websites for their classmates to use for research. | | |

Sample Formative Assessment (aligned to Learning Target):